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ABSTRACT

This cumulative index lists all articles and book reviews published in the "New Zealand Journal of Educational Studies" from 1966 to 1982. The index consists of three sections. In the main entry section, citations are grouped in numerical order beginning with the first article published. The author and institution index provides access to the entries by personal and corporate authors, institutions, and names of conferences. In the subject index, each entry has been assigned descriptors from the "Thesaurus of ERIC Descriptors," ninth edition, 1982. Some changes in indexing the contents were made to conform with New Zealand usage. In all of the indexes, entries are linked to the main entry section by means of the unique accession number assigned to each item. (RH)

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NEW ZEALAND JOURNAL OF EDUCATIONAL STUDIES

Cumulative Index of Volumes 1–17, 1966–1982

Compiled By E.J. Marland

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INTRODUCTION

This Cumulative Index indexes all articles and book reviews published in the *New Zealand Journal of Educational Studies* from 1966 to 1982.

The Index contains three main sections:

Main Entry Section: Entries are grouped in numerical order, starting with the first article published in volume 1 number 1. Each entry has been assigned a number, for the purposes of this index; this number is unique to the entry.

Author and Institution Index: This index provides access to the entries by personal and corporate authors, institutions, and names of conferences. The numbering refers to the entry numbers in the Main Entry Section.

Subject Index: Each entry has been assigned subject descriptors from the *Thesaurus of ERIC Descriptors*, ninth edition, 1982. Some changes have been made, however, so that terms are consistent with New Zealand usage. These changes include:

- 'Primary Education' instead of 'Elementary Education'.
- Use of the terms 'Maoris' and 'Maori Education', in a similar way to 'Blacks' and 'Black Education'.
- 'University Students' etc., instead of 'College Students'.

Identifying terms for subjects not covered by the ERIC Thesaurus are used occasionally, e.g. 'Playcentres', 'Rasch Model', 'School Certificate Examination', 'Secular Education'. The term 'New Zealand Education' is used only for articles giving a broad overview or history of education in New Zealand.

The subject index provides access to entries by the subject descriptors and identifiers; titles are included in the index, to help effective selection. Numbering refers to the entry numbers in the Main Entry Section.

Article Availability

The complete run of the *New Zealand Journal of Educational Studies* is available in the New Zealand Council for Educational Research Library, and requests should be sent through the interlibrary loan system.

Elaine Marland
Librarian
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191. Token reinforcement and the reading ability of retarded readers.
281. Remedial reading using parents as behaviour technicians.
409. Reading recovery: a follow-up study.

RESEARCH

385. A consumer view of research.

RESEARCH METHODOLOGY

248. The choice of unit of analysis in the investigation of school effects: IEA in New Zealand.
381. The redirection of educational research methodology.
450. Educational research and scientific method.

RESIDENTIAL SCHOOLS

141. A hostel environment in a boys' boarding school: educational implications.
314. Effects of residential school attendance on the social development of hearing-handicapped children.

RURAL EDUCATION

389. Primary education in rural New Zealand: current issues and developments.
452. The New Zealand district high schools: a case study in the selective function of rural education.

RURAL TO URBAN MIGRATION

45. Migration plans and vocational choices of youth in a small New Zealand town.

RURAL YOUTH

45. Migration plans and vocational choices of youth in a small New Zealand town.

SAMOAN EDUCATION

18. Manpower and education in the South Pacific: a note on the New Zealand government scholarship scheme and Western Samoa.
104. Language skills: a comparison of Maori, Samoan and Pakeha children aged five to seven years.
152. The problem of attitudes in development education in Western Samoa.

SCHOLARSHIPS

18. Manpower and education in the South Pacific: a note on the New Zealand government scholarship scheme and Western Samoa.

Scholastic Achievement, see: Academic Achievement.

SCHOOL CERTIFICATE EXAMINATION

40. Examinations and school leaving certificates in educationally advanced communities.
41. Comments on G.W. Parkyn's article: I.
42. Comments on G.W. Parkyn's article: II.
43. Comments on G.W. Parkyn's article: III.
44. Comments on G.W. Parkyn's article: IV.
142. Self-evaluation and realism of vocational aspiration.
197. The Thomas report: a study in educational reform.

School Change, see: Student Mobility.

School Climate, see: Educational Environment.

SCHOOL IMPROVEMENT

492. The intermediate in-school review: a critical evaluation of a model for school development.

SCHOOL LEAVERS

6. Leaving age 16 years?
168. School and work.
474. Work values of a group of potential school leavers in two New Zealand high schools.
475. Super's Work Values Inventory: some comments.
476. Further comments.

SCHOOL ORGANISATION

296. The response of New Zealand state secondary schools to increasing maturity in their pupils.
492. The intermediate in-school review: a critical evaluation of a model for school development.

SCIENCE INSTRUCTION

116. The objectives of lower sixth-form chemistry teaching.
332. Performance across a range of objectives in sixth form chemistry.

SCIENCE TEACHERS

170. The shortage of physics graduates in New Zealand secondary schools.

SCIENTIFIC METHODOLOGY

450. Educational research and scientific method.

SECOND LANGUAGE LEARNING

118. Language learning aptitude.

SECONDARY EDUCATION

6. Leaving age 16 years?
40. Examinations and school leaving certificates in educationally advanced communities.
41. Comments on G.W. Parkyn's article: I.
42. Comments on G.W. Parkyn's article: II.
43. Comments on G.W. Parkyn's article: III.
44. Comments on G.W. Parkyn's article: IV.
81. Secondary education in Auckland (1850s and 1860s): a perspective.
85. At the national level: guidance emergent in New Zealand.
86. At the classroom level: effects of a supportive classroom method.
99. Education and politics: background to the secondary schools act, 1903, part I: secondary education for the privileged.
113. Education and politics: background to the secondary schools act, 1903, part II: secondary education for the deserving.
116. Theobjectives of lower sixth-form chemistry teaching.
125. The foundation years of the Auckland Girls' Grammar School.
140. The changing face of examinations in Queensland secondary schools.
197. The Thomas report: a study in educational reform.
223. The role of grammar in a secondary school English curriculum.
224. Oral reading strategies of third-form students.
265. The development and evaluation of an individualized mastery programme in mathematics for low-ability secondary school students.
332. Performance across a range of objectives in sixth form chemistry.
452. The New Zealand district high schools: a case study in the selective function of rural education.

SECONDARY SCHOOL CURRICULUM

197. The Thomas Report: a study in educational reform.
297. Roman Catholic reactions to the Thomas Committee report.

SECONDARY SCHOOL STUDENTS

296. The response of New Zealand state secondary schools to increasing maturity in their pupils.
472. Aspirations of fourth form students in relation to ethnicity, cultural factors, S.E.S., and sex.
474. Work values of a group of potential school leavers in two New Zealand high schools.

475. Super's Work Values Invento
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476. Further comments.

SECONDARY SCHOOL TEACHERS

98. Some aspects of the seconda
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170. The shortage of physics
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secondary schools.

SECONDARY SCHOOLS

141. A hostel environment in a
boys' boarding school:
educational implications.
295. A study of reality levels
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296. The response of New Zealan
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384. The secondary school as a
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15. Sir George Grey as an educa
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146. The denominational questic
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390. Whose Christian values?

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32. Anxiety, defensiveness, sel
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intellectual achievement: the
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SELF CONCEPT

212. The effect of frequent sc
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250. The categories *Maori* and
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286. Comments on McDonald's article: the
categories *Maori* and *Pakeha* as defined by
research workers and self report.
287. A reply to C. Crothers.

SELF EVALUATION

142. Self-evaluation and realism of
vocational aspiration.

SEX BIAS

210. Actual and schematic interaction
distances in children.
473. Sexual apartheid, or androgyny: four
contemporary perspectives on women and
education in New Zealand.

SEX DIFFERENCES

80. Changes in mental ability in New Zealand
school children.
82. Research note: sex differences in
ratings of the occupational status of
teaching.
196. Pupils' primary school record forms.
209. Attending behaviour and reading.
316. The stability of scores and difference
scores on the Progressive Achievement Tests
of Listening and Reading Comprehension.
317. A reply to D.C. Hughes and B.F. Tuck.
348. The validity of Holland's occupational
typology with male and female New Zealand
secondary school students.
395. Complexity of pre-adolescents' social
play and games.
460. New Zealand norms for the new self-
directed search.
472. Aspirations of fourth form students in
relation to ethnicity, cultural factors,
S.E.S., and sex.
495. Sex differences in play at kindergarten.

SEX DISCRMINATION

299. Natural directions: the New Zealand
movement for sexual differentiation in
education during the early twentieth
century.

SEX EDUCATION

298. Sex education in 1912.
453. Who wants sex education?

SEX STEREOTYPES

473. Sexual apartheid, or androgyny: four contemporary perspectives on women and education in New Zealand.

SINGLE SEX SCHOOLS

125. The foundation years of the Auckland Girls' Grammar School.
141. A hostel environment in a boys' boarding school: educational implications.

SOCIAL ADJUSTMENT

227. Social participation and special class attendance in mildly-retarded children.
314. Effects of residential school attendance on the social development of hearing-handicapped children.
394. Residential mobility and relationships during adolescence.

SOCIAL BEHAVIOUR

227. Special participation and special class attendance in mildly-retarded children.

SOCIAL CHANGE

358. Educational reform in Indonesia since 1965: a cultural critique.

SOCIAL CLASS

158. A comparison of two measures of socio-economic status.
236. Effects of social class on co-operation and competition among children.
431. Women and class: a question of assignation.

SOCIAL DEVELOPMENT

490. Relationships during adolescence: a developmental study of New Zealand youths.

SOCIAL ENVIRONMENT

221. Culture in a colonial setting: Auckland in the early 1870s.

SOCIAL REINFORCEMENT

129. Problems in teacher use of selected behaviour modification techniques in the classroom.

SOCIAL SCIENCE RESEARCH

379. The organization and financing of educational research.

SOCIAL SCIENCES

491. Curriculum development in a cross-cultural setting: social science in the South Pacific.

Social Skills, see: Interpersonal Competence.

SOCIAL STUDIES

13. Piaget's theory and primary school social studies.
391. Changing teacher behaviour and pupil attainment in inquiry-based social studies lessons through in-service programmes.

SOCIOECONOMIC STATUS

23. Education, social change, and the New Zealand economy.
45. Migration plans and vocational choices of youth in a small New Zealand town.
82. Research note: sex differences in rating of the occupational status of teaching.
143. Educational and vocational aspirations of New Zealand adolescent girls, in relation to achievement and motivation.
157. A socio-economic index for New Zealand based on levels of education and income from the 1966 census.
158. A comparison of two measures of socio-economic status.
189. Socio-economic status in New Zealand: a critique of the Elley-Irving scale.
196. Pupils' primary school record forms.
202. 'A socio-economic index for New Zealand' a rejoinder to I.R. Brooks and P.F. Cuttance

228. A comment on some of the concepts and methods used in studies of Maoris and education.
235. Socioeconomic status as related to children's use of leisure.
236. Effects of social class on co-operation and competition among children.
238. On ethnic differences: a response to Geraldine McDonald.
249. Revised socio-economic index for New Zealand.
270. Socio-economic status, maternal characteristics, child experience, and intelligence in pre-school children: a path analytic model.
300. A socio-economic index for the female labour force in New Zealand.
328. Achievement and ethnicity: environmental deprivation or cultural difference.
329. Communication patterns among pakeha and polynesian mother-child pairs: the effects of class and culture.
349. The measurement of socio-economic status for 1109 New Zealand families.
412. A note on the use of the Elley-Irving socio-economic scales.
430. Identification of practical problems in using the Elley-Irving socio-economic indices.
431. Women and class: a question of assignation.
470. A descriptive study of socio-economic status and child development in Dunedin five year olds.
472. Aspirations of fourth form students in relation to ethnicity, cultural factors, S.E.S., and sex.
496. Family ethnic composition, socio-economic factors and childhood disadvantage.

SPECIAL CLASSES

227. Social participation and special class attendance in mildly-retarded children.

SPECIAL EDUCATION

58. Differing characteristics of deaf children of high and low written language ability.
85. At the classroom level: effects of a supportive classroom method.
227. Social participation and special class attendance in mildly-retarded children.
264. A behaviour modification approach to rehabilitating behaviourally disordered children in an adjustment class.
314. Effects of residential school attendance on the social development of hearing-handicapped children.
451. Special education research by 1990.

SPELLING

190. Changes in spelling performance of standard 3 children over the period 1960-1972.

STANDARDISED TESTS

24. Standardised test development in New Zealand: problems, procedures and proposals.
68. Notes on sampling in the standardizatio of the Progressive Achievement Tests.
80. Changes in mental ability in New Zealan school children, 1936-1968.
461. Marking errors on a standardised test.

STANDARDS

345. Curriculum copying: new light on the development of 'standards' in New Zealand during the 1870s.

STANFORD-BINET INTELLIGENCE SCALE

501. Interpreting Stanford-Binet and WISC-R IQs in New Zealand.

STATISTICAL ANALYSIS

119. A critique of "at the classroom level: effects of a supportive method".
120. Significance or importance?: a rejoinder to I.D. Livingstone.

STATISTICS

12. The efficiency of and attitudes towards two methods of teaching elementary statistics.
302. PSI for a large service course.
462. Modifications to a large PSI course.

STEREOTYPES

34. Social distance and stereotypes in characterizing university students.

Streaming, see: Ability Grouping.

Student Achievement, see: Academic Achievement.

STUDENT ATTITUDES

168. School and work.
301. The effect of instructional preference on student attitudes.
472. Aspirations of fourth form students in relation to ethnicity, cultural factors, S.E.S., and sex.

STUDENT BEHAVIOUR

279. Classroom architecture and classroom behaviours: a look at the change to open-plan schools in New Zealand.

STUDENT EVALUATION

497. School records: a critique of recent developments.
498. School records: some comments on recent proposals.

STUDENT FINANCIAL AID

361. The performance of sixth-form school leavers at university.

STUDENT MOBILITY

196. Pupils' primary school record forms.
212. The effect of frequent school changes on children's self concept development.
394. Residential mobility and relationships during adolescence.

STUDENT PARTICIPATION

296. The response of New Zealand state secondary schools to increasing maturity in their pupils.
347. A case study of perceived teacher-student views about curriculum activities in an Australian high school.

STUDENT RECORDS

196. Pupils' primary school record forms.
497. School records: a critique of recent developments.
498. School records: some comments on recent proposals.

STUDENT RESPONSIBILITY

296. The response of New Zealand state secondary schools to increasing maturity in their pupils.

STUDENT TEACHER RATIO

357. Educational futures: the implications of demographic change for educational policy.

STUDENT TEACHER RELATIONSHIP

55. Classroom practices.
56. Types of research on teaching: a review of some selected recent studies of classroom interaction and teaching behaviour.
188. Classroom location, learning and status.
193. Is classroom interaction research worth the effort involved?
207. Teacher expectancy: accuracy, change and communication.
279. Classroom architecture and classroom behaviours: a look at the change to open-plan schools in New Zealand.
313. Verbal and non-verbal help-seeking among urban Maori and Pakeha children.
347. A case study of perceived teacher-student views about curriculum activities in an Australian high school.
391. Changing teacher behaviour and pupil attainment in inquiry-based social studies lessons through in-service programmes.

STUDENT TEACHERS

101. An investigation of student teacher attitudes to bonding and allowances.

STUDENT WELFARE

85. At the national level: guidance emergent in New Zealand.
86. At the classroom level: effects of a supportive classroom method.

STUDY SKILLS

285. The effects of coloured stimulus material on study skills achievement.

SUCCESS

115. The pass-fail criterion: nineteen years of final examinations in the faculties of arts and science at the University of Otago.

SYNTAX

46. The range and frequency of syntactical patterns in the written English of New Zealand school children.
410. Syntactic structures in the Ready to Read series.

TEACHER ATTITUDES

152. The problem of attitudes in development education in Western Samoa.
254. Research note: teacher attitudes toward behaviour modification.

TEACHER BEHAVIOUR

207. Teacher expectancy: accuracy, change and communication.
233. Effects of teacher attention on the classroom behaviour of two delinquent girls within a token programme.
391. Changing teacher behaviour and pupil attainment in inquiry-based social studies lessons through in-service programmes.

TEACHER CHARACTERISTICS

55. Classroom practices.
56. Types of research on teaching: a review of some selected recent studies of classroom interaction and teaching behaviour.
98. Some aspects of the secondary teacher's role: a comparative study.

TEACHER EDUCATION

57. The social heritage and education systems of Hawaii and New Zealand: comparisons and contrasts.
63. 'Problems' or 'philosophy' in teacher training.
64. Philosophy of education: today and tomorrow.
101. An investigation of student teacher attitudes to bonding and allowances.
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TEACHER EXCHANGE PROGRAMMES

172. The scheme of co-operation between New Zealand and Fiji 1924-1972.

TEACHER INFLUENCE

193. Is classroom interaction research worth the effort involved?
207. Teacher expectancy: accuracy, change and communication.
497. School records: a critique of recent developments.

TEACHER ROLE

98. Some aspects of the secondary teacher's role: a comparative study.

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TEACHERS

17. Marriages of women teachers.
346. Why teach?
383. Educational research and the classroom teacher.
384. The secondary school as a market for educational research.

TEACHING (OCCUPATION)

36. Professionalism and ethics: the case of teaching.
82. Research note: sex differences in ratings of the occupational status of teaching.
101. An investigation of student teacher attitudes to bonding and allowances.
346. Why teach?

TEACHING METHODS

12. The efficiency of and attitudes towards two methods of teaching elementary statistics.
55. Classroom practices.
56. Types of research on teaching: a review of some selected recent studies of classroom interaction and teaching behaviour.
66. Improved creativity through programmed instruction.
159. A comparative analysis of the effectiveness of linear and mathematics instructional programming techniques.
301. The effect of instructional preference on student attitudes.
302. PSI for a large service course.
462. Modifications to a large PSI course.

TEAM TEACHING

263. Pupil achievement and adjustment under team and traditional classroom organizations: a review.

TECHNICAL EDUCATION

432. Fiji's pioneering technical school.
494. Fiji's pioneering technical school: part 2.

TELEVISION

147. Research on Sesame Street.
267. Violent and dangerous acts on New Zealand television.

Test Analysis, see: Test Theory.

TEST BIAS

449. The Language Achievement Tests for Overseas Students - LATOS: a Kiwi controversy.

TEST CONSTRUCTION

285. The effects of coloured stimulus material on study skills achievement.

TEST ANXIETY

33. Test anxiety and task performance.

TEST THEORY

271. Knowledge of the road code in New Zealand: a research note.

TEST VALIDITY

348. The validity of Holland's occupational typology with male and female New Zealand secondary school students.
362. A confirmatory factor analysis of the PAT: reading comprehension, reading vocabulary, and listening comprehension tests.
363. Convergent-discriminant validity and the PAT tests : reply to J. Hattie.
414. A further look at the discrminant validity and factorial structure of the PAT: Reading Comprehension, Reading Vocabulary, and Listening Comprehension Tests.
415. Discriminant validity and the PAT test user: reply to Larry R. Nelson.
416. The PAT tests revisited.
417. The PAT tests : concluding comments: reply to J. Hattie.
460. New Zealand norms for the new self-directed search.
474. Work values of a group of potential school leavers in two New Zealand high schools.
475. Super's Work Values Inventory: some comments.
476. Further comments.
500. Some psychometric properties of the Remote Associates Test.

TESTING

271. Knowledge of the road code in New Zealand: a research note.

TESTS

195. An index of test difficulty, with applications.
350. A Rasch analysis of a test from the Progressive Achievement Test series.

TEXTBOOKS

237. The school text-book controversy and the development of the national school reader: an Otago perspective.
359. The use of school-books as a source for the history of education 1878-1914.
410. Syntactic structures in the Ready to Read series.

THESES

239. Unpublished degree and diploma studies in education (subjects: absentee students - handwriting).
255. Unpublished degree and diploma studies in education (subjects: historical studies - residential care).
272. Unpublished degree and diploma studies in education (subjects: reinforcement - youth groups).
352. Unpublished studies in education 1975-1978.

TIME PERSPECTIVE

117. Maori adolescent temporal values: distance of goals perceived as important and of delayed gratification, as compared with pakehas.

TRAFFIC SAFETY

271. Knowledge of the road code in New Zealand: a research note.

TRANSITION FROM SCHOOL TO WORK

168. School and work.
428. Schools can't make jobs: structural unemployment and the schools.
499. Participation in school, and the employment market: New Zealand 1966-1980.

UNEMPLOYMENT

428. Schools can't make jobs: structural unemployment and the schools.
499. Participation in school, and the employment market: New Zealand 1966-1980.

UNIONS

471. Trade union leaders: the education of the working class elite.

UNIVERSITIES

30. The University of the South Pacific.
88. The first generation of Maori university graduates.
130. Perceptions of business education: a cross-cultural study of faculty and managers.
192. A review essay: the history and historiography of New Zealand universities.

UNIVERSITY ENTRANCE EXAMINATION

40. Examinations and school leaving certificates in educationally advanced communities.

UNIVERSITY EXTENSION

76. Aims and methods in adult education.
77. The founding of a university extension programme: principles into practice? a case study.
78. Participation and drop-out in adult university extension classes.
79. University extension certificate courses: origins and first ventures.

UNIVERSITY STUDENTS

34. Social distance and stereotypes in characterizing university students.
103. Maori enrolment at New Zealand universities 1956-1968.
361. The performance of sixth-form school leavers at university.

VALUES

408. The politics of 'back to basics'.
458. The politics of 'back to basics'. (Comment).
459. Of politics, morals and education: setting the record straight. (Reply).

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390. Whose Christi
489. Philosophy of
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313. Verbal and non-v
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285. The effects of c
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225. The WISC-R: a Ne
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501. Interpreting Sta
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WOMEN TEACHERS

17. Marriages of wome
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299. Natural directio
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473. Sexual apartheid
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WOMENS STUDIES

393. An analysis of women's studies courses for adults in New Zealand 1977-78.

Work and Education, see: Education Work Relationship.

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474. Work values of a group of potential school leavers in two New Zealand high schools.
475. Super's Work Values Inventory: some comments.
476. Further comments.

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WRITING EVALUATION

46. The range and frequency of syntactical patterns in the written English of New Zealand school children.

WRITING SKILLS

46. The range and frequency of syntactical patterns in the written English of New Zealand school children.
58. Differing characteristics of deaf children of high and low written language ability.
223. The role of grammar in a secondary school English curriculum.

YOUTH EMPLOYMENT

428. Schools can't make jobs: structural unemployment and the schools.
429. Employable and quiet: the political economy of human mis-development.
499. Participation in school, and the employment market: New Zealand 1966-1980.